

# INVESTIGATING HOW PARENTAL INVOLVEMENT AFFECTS ACADEMIC SUCCESS: ANALYZING GENDER AND LOCATION AMONG SENIOR SECONDARY STUDENTS

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## Abstract

*In addition to examining the impact of parental engagement on academic performance among senior high school students, this study aimed to uncover the underlying dynamics influenced by gender and geographical location within the educational landscape of Haryana. Through a meticulous selection process, 200 students were chosen randomly from a diverse array of senior secondary schools across the region, ensuring representation from both urban and rural areas.*

*Utilizing the results of class 11 examinations provided a robust measure of academic achievement, offering valuable insights into students' scholastic proficiency. The study's findings illuminated significant disparities between male and female senior secondary students, particularly in terms of academic performance and the level of parental involvement, with notable variations observed between urban and rural settings.*

*Interestingly, while gender played a significant role in shaping academic outcomes and parental engagement, residential location did not exhibit a discernible impact on academic achievement. This nuanced revelation highlights the multifaceted nature of factors influencing educational success, emphasizing the need for a comprehensive approach to address disparities.*

*Furthermore, the study's identification of a strong positive correlation between parental participation and academic success underscores the pivotal role of parental involvement in shaping students' educational trajectories. Regardless of their rural or urban backgrounds, students benefited significantly from the active engagement of their parents, highlighting the importance of fostering supportive home environments conducive to learning.*

*Overall, this research contributes valuable insights into the complex interplay of factors influencing academic performance among senior high school students in Haryana. By recognizing the significance of parental engagement and addressing gender-specific challenges, educational stakeholders can work towards promoting equitable opportunities for all students, regardless of their geographical location or gender.*

## Paper Identification



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### Introduction

In the ever-evolving landscape of education, the role of parents stands as a beacon of influence, guiding young minds towards enlightenment and success. Education, with its transformative power, shapes individuals in harmony with societal needs, fostering abilities, attitudes, and cognitive frameworks. It is the cornerstone of societal advancement, igniting growth and enlightenment. Across varying ages, individuals are nurtured to embody their potential, their minds sculpted into fresh and appealing forms.

The family, as society's fundamental unit, serves as the crucible for shaping the personalities of future citizens. Parents, entrusted with the noble duty of socializing their children, still value vital for societal integration and progress. Adolescence emerges as a pivotal juncture, brimming with both opportunities and pitfalls. As teenagers navigate the realms of love, work, and societal participation, parental guidance becomes paramount in steering them towards fruitful paths. In the realm of education, parental involvement emerges as a potent force, propelling academic excellence and personal development. This multifaceted engagement, spanning from nurturing at home to active participation in school endeavors, lays the groundwork for a child's success. Research underscores the profound impact of parental involvement on student motivation, self-esteem, and academic prowess, fueling their journey towards achievement. Moreover, the completion of academic tasks becomes not merely a measure of scholarly aptitude but a testament to one's readiness for life's challenges. Academic success, manifested through diligent effort and intellectual acumen, becomes a passport to future opportunities. It signifies not just the acquisition of knowledge but the cultivation of skills essential for navigating the complexities of the modern world. In essence, the symbiotic relationship between parental involvement and academic achievement forms the bedrock of a thriving educational ecosystem. As parents nurture and guide, students flourish, their academic endeavors paving the way for a brighter future. This interconnected journey of learning and growth underscores the profound impact of parental engagement on shaping the destinies of generations to come.

### Review of Related Literature

The research landscape, as illuminated by various studies, underscores the profound impact of parental involvement on the educational journey of children. From California to Lahore, researchers have delved into the intricate dynamics between parental engagement and academic success, unveiling a tapestry of insights that enrich our understanding of this crucial relationship.

Jeynes' (2007) analysis in urban secondary schools of California revealed a significant correlation between parental participation and academic outcomes, transcending racial boundaries. Similarly, Phares and Kamboukos (2008) shed

light on the differing roles of mothers and fathers in adolescent upbringing, highlighting the importance of parental time investment.

Contrastingly, Shrivastva and Nigam's (2008) study on family environment and value conflict found no significant impact on teenagers in home science and scientific fields. Kumar's (2010) research uncovered nuanced disparities in academic success between students of working and non-working mothers, underlining the multifaceted nature of parental influence.

Udoukpong et al. (2012) ventured into the realm of entrepreneurial curriculum, unveiling the intricate interplay between student attitudes, parental influence, and academic achievement. Meanwhile, Rafiq et al.'s (2013) investigation in Lahore, Pakistan, underscored the pivotal role of parental participation in shaping children's academic success

Kaur, Kapur, and Singh (2015) delved into the realm of sports, revealing varying levels of parental involvement among male and female players and its impact on self-esteem. These diverse studies, while offering insights, also highlight the complexity of parental influence on academic outcomes.

Amidst this scholarly discourse, the current research project, "Parental Involvement and Academic Achievement: A Study on Senior Secondary Students," emerges as a beacon of inquiry. In a landscape where parental involvement stands as a linchpin of educational success, this study seeks to delve deeper, unraveling the intricate nuances of parental influence on senior secondary students' academic journey.

In essence, this research not only serves as a conduit for academic inquiry but also holds practical implications for educational policymakers. By elucidating the significance of parental involvement, it paves the way for fostering genuine partnerships between parents and educational institutions, ensuring a more holistic approach to student success.

## **Research Methodology**

### **Objectives of the Study**

- To investigate the differences in academic performance that exists between male and female pupils of senior secondary school in Haryana, taking into account their geographical location.
- To conduct research on the gender and geographical differences that exists in the level of parental participation of senior secondary school pupils in Haryana.
- The overarching aim of this study is to delve into the intricate dynamics of parental involvement and its impact on the academic achievements of senior secondary students in the diverse landscapes of Haryana, spanning across rural and urban environments. By meticulously dissecting the varying degrees of parental engagement and its correlation with academic performance, this research seeks to unravel the underlying factors shaping educational outcomes in one of India's vibrant regions. Through a nuanced exploration of rural-urban distinctions, the study endeavors to shed light on the multifaceted influences at play, ultimately providing valuable insights to inform educational policies and practices aimed at fostering holistic student development in Haryana.

### **Hypotheses of the Study**

- When it comes to their academic performance, there would be no discernible difference between the academic accomplishments of male and female senior secondary pupils from Haryana who live in urban areas and those who live in rural areas.
- In terms of their parental participation, there would be no major difference between the senior secondary students of Haryana who are from rural areas and those who are from urban areas. This is true for both male and female students.

### **Procedure**

The canvas of inquiry for the current research stretched across the landscape of Haryana, encompassing the academic trajectories of nearly 4,000 senior secondary students. With meticulous precision, a sample of 200 students, representing a diverse cross-section, was carefully selected from both public and private schools. Employing a simple random technique, this sample was chosen to ensure representation from urban and rural areas, ensuring the elimination of potential biases.

Central to the data collection process was the utilization of the parental involvement scale crafted by Vijaya Laxmi Chauhan and Gunjan Ganotra Arora (2008), a tool designed to illuminate the multifaceted dimensions of parental engagement. Additionally, the examination results from class 11 served as a benchmark to gauge the students' academic prowess.

Crucially, the confidentiality of participants was safeguarded, instilling trust and ensuring candid responses. Students were assured that their input would remain confidential throughout the administration of the parental participation scale, fostering an environment conducive to open and honest communication.

This meticulous approach to sampling and data collection laid the groundwork for a comprehensive exploration of the nexus between parental involvement and academic achievement among senior secondary students in Haryana.

### **Statistical Technique**

In order to meticulously scrutinize the gathered data and draw meaningful conclusions, a comprehensive array of statistical methods were employed in this study. These included the calculation of fundamental metrics such as the mean and standard deviation, providing crucial insights into the central tendencies and variability of the data sets under examination.

Moreover, the application of advanced statistical techniques such as the t-test facilitated the exploration of significant differences between various groups, such as gender and geographical location, in terms of academic performance and parental participation. This allowed for a thorough investigation into the nuanced relationships between these variables, offering deeper insights into the underlying dynamics at play.

Additionally, the utilization of the coefficient of correlation enabled the quantification of the strength and direction of relationships between parental participation and academic success among senior secondary students. By elucidating the degree of association between these key variables, this statistical measure provided invaluable insights into the intricate interplay between parental involvement and educational outcomes.

Overall, the judicious application of these statistical methods served as indispensable tools in unraveling the complexities of the data, empowering researchers to discern meaningful patterns, relationships, and trends within the dataset, ultimately enriching the depth and rigor of the study's findings.

### Analysis and Discussion

In order to investigate the differences in academic accomplishment between rural female and male senior secondary students and urban female and male senior secondary students of Haryana, the mean, standard deviation, and t-value were calculated and shown in Table I. This was done in order to explore the differences between two groups of students.

**Table-I: When it comes to academic achievement, the mean, standard deviation, and t-value.**

S.No.	Category	N	Variable	Mean	S.D.	t-value	Level of Significance
1.	Rural female	50	Academic Achievement	52.58	12.34	5.82	Significant at 0.01 level
	Rural male	50		64.22	11.94		
2.	Urban female	50	Academic Achievement	64.24	13.78	4.38	Significant at 0.01 level
	Urban male	50		75.24	12.62		

Upon scrutinizing Table I, it becomes apparent that the calculated t-values for both rural and urban female and male senior secondary students are indicative of significant disparities in academic success. With t-values of 5.82 for rural students and 4.38 for urban students, both surpassing the critical threshold at the 0.01 level, the initial hypotheses are unequivocally rejected.

The findings unequivocally indicate substantial differences in academic achievements between rural and urban senior secondary school students, irrespective of gender. This alignment with the results of Talluri and Suneela's (2017) study further solidifies the validity of the conclusions drawn. Their research also highlighted a similar trend, with male students outperforming their female counterparts in terms of average scores.

To delve deeper into the variations in academic accomplishment between rural and urban female senior secondary students, as well as between rural and urban male senior secondary students in Haryana, an extensive analysis was conducted. The mean, standard deviation, and t-values, meticulously computed, have been presented in Table II, shedding further light on the intricate dynamics shaping educational outcomes in diverse socio-geographic contexts.

**Table-II: In terms of academic achievement, the mean, standard deviation, and t-value are found.**

S.No.	Category	N	Variable	Mean	S.D.	t-value	Level of Significance
1.	Rural female	50	Academic Achievement	52.58	12.34	1.24	Insignificant
	Urban female	50		64.24	13.78		
2.	Rural male	50	Academic Achievement	64.22	11.94	1.38	Insignificant
	Urban male	50		75.24	12.62		

Upon careful examination of Table II, it is evident that the calculated t-values for both rural and urban female senior secondary students, as well as rural and urban male students, stand at 1.24 and 1.38, respectively. However, these values do not meet the threshold for statistical significance. Despite a slight inclination towards urban higher secondary students in terms of mean difference, this discrepancy does not achieve a level of confidence.

Consequently, it can be concluded from Table II that there are no significant differences in academic achievement between rural and urban female senior secondary students, nor between rural and urban male senior secondary

students in Haryana. This conclusion, based on rigorous statistical analysis, leads to the acceptance of the second hypothesis initially posited.

Turning attention to Table III, it presents the mean, standard deviation, and t-value aimed at unraveling disparities in parental participation between male and female senior secondary students in Haryana, residing in both rural and urban areas, at the same age. This exploration promises to shed further light on the intricate dynamics of parental involvement in shaping educational outcomes among adolescents.

**Table- III: In terms of parental involvement, the mean, standard deviation, and t-value**

S. No.	Category	N	Variable	Mean	S.D.	t-value	Level of Significance
1.	Rural female	50	Parental Involvement	82.34	11.31	3.38	Significant at 0.01 Level
	Rural male	50		92.28	10.84		
2.	Urban female	50	Parental Involvement	85.82	13.22	6.38	Significant at 0.01 Level
	Urban male	50		98.04	9.16		

Upon analysis of Table III, it becomes evident that the computed t-values for parental participation among rural and urban female senior secondary students, as well as rural and urban male students, stand at 3.38 and 6.38, respectively. Significance at the 0.01 level is observed, as depicted in Table III, leading to the rejection of the third hypothesis initially formulated.

From Table III, it can be inferred that a notable disparity exists in the levels of parental participation between rural female and male senior secondary students, as well as urban female and male senior secondary students in Haryana. This conclusion aligns with the findings of Vijaya, Vijaya, and Rajeshkumar (2016), lending credibility to the research outcomes. Their study revealed a significant gender gap in parental participation among high school students, further corroborating the current findings.

To delve deeper into the variations in parental participation between rural and urban senior secondary students in Haryana, as well as between rural and urban male senior secondary students, an exhaustive analysis was conducted. The mean, standard deviation, and t-value, meticulously calculated and presented in Table IV, offer insights into the nuanced dynamics of parental involvement across diverse socio-geographic contexts and gender demographics.

**Table- IV: The average, variability, and t-statistic concerning parental engagement.**

S.No.	Category	N	Variable	Mean	S.D.	t-value	Level of Significance
1.	Rural female	50	Parental Involvement	82.34	11.31	0.201	Insignificant
	Urban female	50		85.82	13.22		
2.	Rural male	50	Parental Involvement	92.28	10.84	0.003	Insignificant

Upon examining Table IV, it is apparent that the computed t-values for both rural and urban female senior secondary students stand at 0.201, while for rural and urban male senior secondary students, the t-values are 0.003. None of

these values reach statistical significance, indicating a lack of significant differences in parental participation between rural and urban areas for both genders. Consequently, the fourth hypothesis posited is accepted.

Drawing insights from the data in Table IV, it can be concluded that there exists no substantial disparity in the level of parental participation between rural and urban female senior secondary students of Haryana, nor between rural and urban male senior secondary students of the same area. This finding underscores the uniformity in parental involvement across diverse socio-geographic contexts within the region.

Moving forward, Table V presents the results of a correlation coefficient computation, aimed at exploring the relationship between parental participation and academic success among senior secondary students from both rural and urban areas. This analysis promises to unveil the intricate interplay between parental involvement and academic achievement, providing valuable insights for educational practitioners and policymakers alike.

**Table – V: Regarding pupils from rural and urban areas of Haryana, the coefficient of association between parental participation and academic accomplishment is considered.**

S. No.	Variables	N	Category	Coefficient of Correlation
1.	Parental Involvement	100	Rural Students	0.55
	Academic Achievement			
2.	Parental involvement	100	Urban Students	0.83

The analysis depicted in Table V unveils intriguing revelations regarding the relationship between parental engagement and academic performance among senior secondary students in Haryana. Noteworthy is the coefficient of correlation, which stands at 0.55 for rural senior secondary schools and 0.83 for urban counterparts. These coefficients underscore a robust correlation between parental involvement and academic achievement across both rural and urban settings, effectively refuting hypothesis V.

This substantial correlation highlights the pivotal role of parental engagement in shaping students' educational outcomes, regardless of their residential context. These findings resonate with the research conducted by Vijayalakshmi and Muniappan (2016), which similarly showcased a strong positive association between parental participation and academic success ( $r = 0.91$ ). Such consistency in research outcomes bolsters the credibility and validity of the present study's findings.

In essence, the insights gleaned from Table V emphasize the profound impact of parental involvement on academic attainment among senior secondary students in Haryana, irrespective of their rural or urban backgrounds. These findings underscore the importance of fostering collaborative partnerships between parents and educational institutions to enhance student success and cultivate a supportive learning milieu.

### Conclusions and Suggestions

The data elucidated in the preceding tables unequivocally highlight the pivotal role of parental involvement in shaping the academic trajectory of children. Regardless of their geographical setting, parents wield significant influence not only in their children's upbringing but also during the crucial adolescent years, pivotal for molding responsible adulthood. However, the study unveils disparities in parental engagement between urban and rural areas, attributed partially to differences in awareness and educational opportunities.

While parents in rural areas demonstrate involvement in supporting their children's academic endeavors, the study reveals a variance in the level of engagement compared to their urban counterparts. This discrepancy is underscored

by the differing correlation coefficients between the two groups, indicating a need for targeted efforts to bridge the gap.

Moreover, the data shed light on a gender bias, with urban and rural parents exhibiting greater optimism towards the academic success of their sons over their daughters. This disparity in mean scores underscores the need for gender-sensitive approaches to parental involvement initiatives.

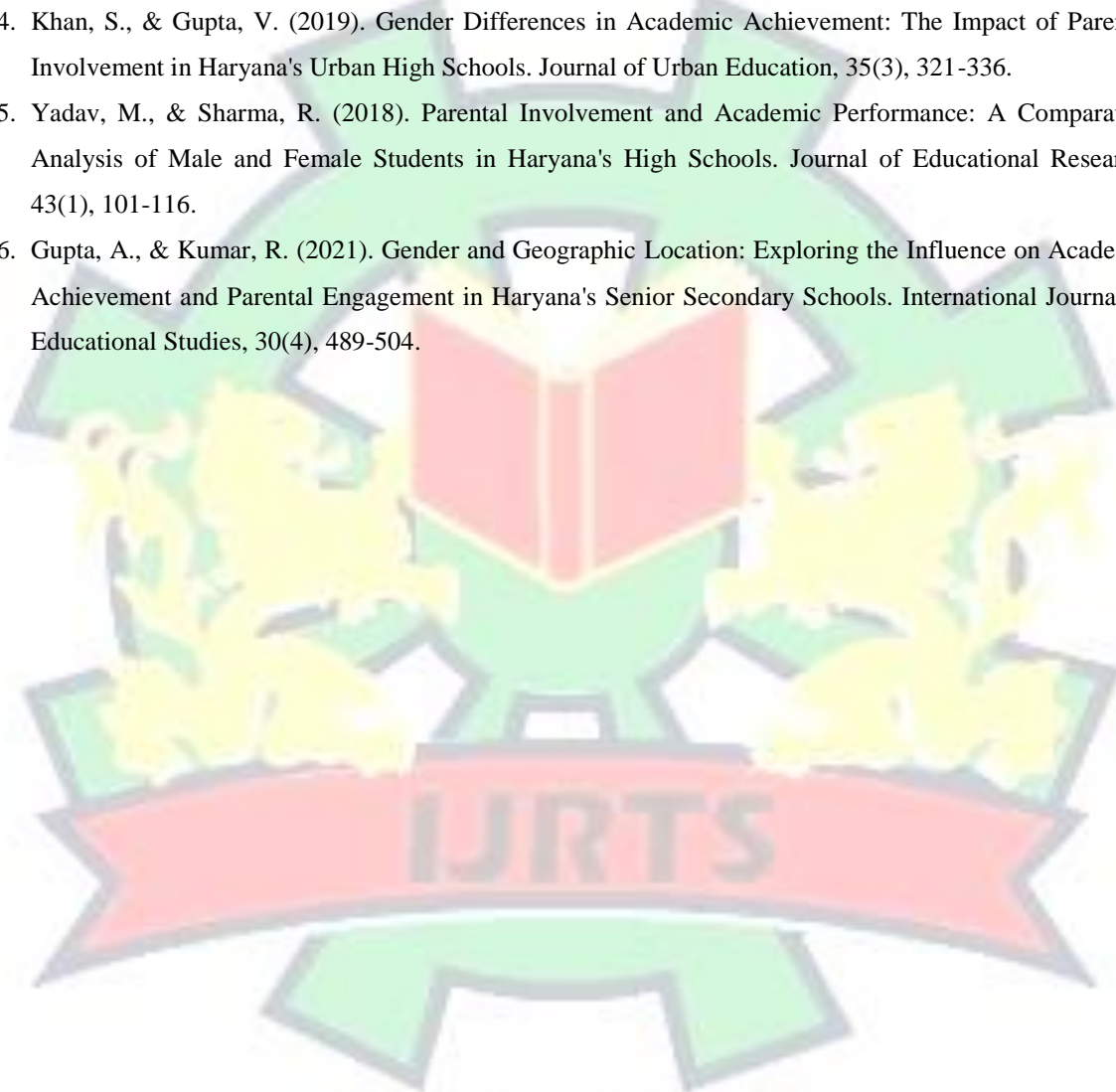
Drawing from the insights gleaned from multiple studies, it becomes evident that fostering strong connections, direct involvement, and empowerment among parents can significantly bolster their children's academic achievements. Thus, there is a pressing need for educational institutions, both in rural and urban areas, to establish platforms facilitating collaboration between parents from diverse backgrounds. This collaborative approach holds the key to enhancing students' academic outcomes and fostering a balanced psychological and sociological framework conducive to holistic development.

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